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ABSTRACT

This newsletter is designed to promote the needs and aims of bilingual-bicultural education. This issue contains articles on: (1) Multi-ethnic Cooperation in Bilingual Education, (2) A Primary-Level Poetry Volume, (3) "Mi Escuela" for Your School, (4) An "Enciclopedia" That Is Also a "Tesoro," (5) Sample Lesson for "Abecedario Disney", (6) Bird of Destiny Symbolizes BCTV, (7) The National Association for Bilingual Education Organizes, and (8) The Association of Mexican American Educators Conference. Included is a list of suggested U.S. distributors of educational materials in Spanish and Portuguese. The text is in Spanish and English. (SK)

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Materiales en Marcha

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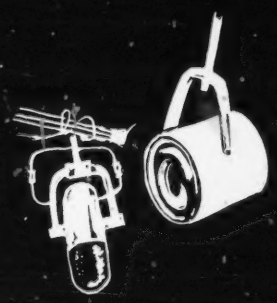

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Materiales en Marcha

PARA EL ESFUERZO BILINGÜE-BICULTURAL*

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IN THIS ISSUE

Multiethnic Cooperation in Bilingual Education.....4
Awilda Orta

A Primary-Level Poetry Volume.....11
Arcadia H. López

"Mi Escuela" for Your School.....12
Sarah Gerodetti

An "Enciclopedia" That Is Also a "Tesoro".....14
Amali R. Perkins

Sample Lesson for "Abecedario Disney".....16
Augusta Cigliano

Bird of Destiny Symbolizes BCTV.....17
Ann Kern

N.A.B.E. Organiza/N.A.B.E. Organizes.....23

La Conferencia de A.M.A.E./A.M.A.E. Conference.....24

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About Our Authors

AWILDA ORTA is Director of the Bilingual Mini-School, Junior High School 45, Borough of Manhattan, New York City. Educated at Hunter College, where she earned her B.A. and M.A., and New York University, where she did postgraduate work, she is a past President of the Puerto Rican Educators' Association. She has been appointed to the New York City Commission on Bilingual Education, and she has co-authored the book Yo, Puertorriqueño. She was one of the six general session speakers at the First Annual International Multilingual Multicultural Conference.

ARCADIA H. LOPEZ is Program Specialist in Bilingual Education for San Antonio, Texas, Independent School District with a special assignment as Coordinator of the Multimedia Development Project. She has a B.A. from Our Lady of the Lake College, San Antonio, and an M.A. from the University of Texas, Austin, and she has 34 years' elementary teaching experience in San Antonio Independent School District. From the classroom she was transferred to the position of Supervisor for the Bilingual Dissemination and Demonstration Center. Then she became Curriculum Specialist for the Bilingual Program Development Center, after which she was assigned the position of K-3 Coordinator in the same area. She participated in the N.D.E.A. Institute for Teachers of Spanish Speaking Disadvantaged Children at the University of Texas, Austin, in the summer of 1965 and came back the subsequent two summers to become a practicum supervisor. She has been a writer for the Southwest Educational Development Laboratory, Austin, and a consultant for the 345 TV Program, Bilingual Program, and Head Start Program, Houston, Texas; Migrant Program, Lubbock, Texas; Sutherland Learning Associates, Los Angeles, California; Southwest Educational Development Laboratory; and Bilingual Planned Variation Workshop, Austin, Texas. She made a presentation at the First Annual Multilingual Multicultural Conference.

SARAH GERODETTI, a teacher and curriculum writer for San Antonio, Texas, Independent School District, says "...being bilingual constitutes my chief asset as an elementary school teacher. Throughout my long experience as a teacher I've always separated a period for Spanish songs or stories, open to my students. In participating they have gained immeasurable value educationally and socially." When San Antonio Independent School District adopted its bilingual program, she was given a scholarship to attend St. Mary's University summer session to take a few courses which would prepare her to teach in the bilingual program. In the fall of 1967 she taught science in Spanish to the fourth-grade levels. In the fall of 1968 she went up to the fifth-grade level with her class to continue the work. For three consecutive summers she was invited as a participant writer of science curriculum in Southwest Educational Laboratories in Austin for the bilingual program. In the fall of 1968 she was one of a small group of bilingual teachers asked to pilot lessons written in Austin. She compiled feedback to evaluate the lessons. Soon she began to write lessons for San Antonio Independent School District's Bilingual Center after hours. Since November 1972 she has completed two 10-unit seventh-grade-level lessons, "El Desarrollo de un Pueblo (San Antonio, Texas)" and "El Desarrollo de la Industria de la Ganadería y de la Industria Agrícula en Tejas desde 1860-1900." She has also written and translated poems and songs to go with language, science, and safety lessons.

AUGUSTA CIGLIANO has been teaching a bilingual kindergarten class at General Pershing Elementary School in Daly City, California, since September 1972. Born in Ischia, Italy, she immigrated to the United States with her family in 1954 to live in San Pedro, California, the port of Los Angeles. She has been bilingual (Italian and English) most of her life and was therefore very enthused about bilingual education.

Her bilingualism and exposure to foreign languages such as French in her home and Serbo-Croatian in her community have always attracted her to the study of languages, so in high school she studied Latin, French, and Spanish; in college at Los Angeles Harbor Junior College and the University of California at Los Angeles, French and Spanish with an Italian major. She spent her junior year at the University of Padua, Italy, studying Italian literature. After completion of her credential requirements at the University of Southern California she moved to the Bay Area, where she looked for a job, preferably one in which she could use her language abilities. She says, "I feel very fortunate and happy to have become a part of the Bay Area Bilingual Education League (BABEL)."

Editor's Notes

We would like to remind our readers that Materiales en Marcha only includes information concerning instructional materials currently published in Spanish- or Portuguese-speaking countries. Information concerning instructional materials for bilingual education currently published in the United States is available in Cartel, an attractive annotated bibliography of bilingual bicultural materials, produced periodically by our colleagues at the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721. Juan D. Solís is Director, and Joanna F. Chambers is Research Librarian. Materiales en Marcha readers who do not already receive Cartel as well should contact Mrs. Chambers for copies.

We greatly appreciate Awilda Orta's prompt preparation of her International Multilingual Multicultural Conference address for publication in these pages. Her philosophy of bilingual education is truly beautiful, and it is a privilege to print it as our lead article in this issue.

We also appreciate Arcadia H. López's activities in our behalf in the San Antonio, Texas, Independent School District. The three articles by San Antonio authors that appear here are evidence of her efforts.

This issue includes the third article in our series spotlighting outstanding bilingual-bicultural programs across the country. The subject of this one is Bicultural Children's Television in Oakland, California. We would like to congratulate Director René Cárdenas and his staff on recently receiving the unanimous endorsement of the executive committee of the National Education Association. We understand that this endorsement was not only unanimous but also enthusiastic.

We request our readers' assistance with the questionnaire on pages 21 and 22. Please fill it out, fold it along the dotted lines on page 22, seal it with either a staple or a piece of tape, and mail it. Since it is postage paid, it will cost you only a couple of seconds of your time. We are attempting to evaluate our effectiveness, and we need to hear from you, the members of our audience, if we are to be more helpful in the next fiscal year.

Finally, we refer our readers to page 23 for further information on the National Association for Bilingual Education, which was begun at the International Multilingual Multicultural Conference. There is a membership form on the inside front cover.

Multiethnic Cooperation In Bilingual Education

By Awilda Orta

ED. NOTE: The following address was delivered at the International Multilingual Multicultural Conference, San Diego, California, April 2, 1973.

AWILDA ORTA addresses a general session of the International Multilingual Multicultural Conference...

Once upon a time there lived a mama mouse and three baby mice in a big, beautiful house. In that house also lived a mean old cat and a ferocious dog. The mice were very hungry, but were deathly afraid of the cat. Finally the mama mouse could no longer listen to the pleas for food from her children. They all decided to venture out late at night, hoping that the cat was still asleep. They no sooner got to the middle of the kitchen when they heard the cat give a vicious "Meow!" and come bouncing in. The mama mouse grabbed her babies and ran to the other side of the refrigerator, terrified. Then with all her strength she took a deep breath and went, "Woof! Woof! Woof!" The cat, thinking it was the dog, ran out of there as fast as he could. Breathing a sigh of relief, the mama mouse then turned to her children and said, "SEE HOW IMPORTANT IT IS TO BE BILINGUAL."

When I looked at the list of registrants for this conference, I was amazed to see the many different people here from across the country and from different parts of the world. I saw Rodríguez from Boston and Rodríguez from Buffalo and Miami and Puerto Rico and Rodríguez from San Francisco. We've come from such nearby places as Chula Vista or from such exotic places as Brooklyn, New York. We're teachers, we're Chinese, we're university professors, we're Navajo, we're writers, we're Chicanos, we're principals, we're Puertorriqueños. We speak different languages, and we have different customs. It is the main goal of this conference to bring this group of people together to share their ideas and their resources.

In searching for that bond which must unite us I realized that, despite our differences, be they linguistic, cultural, economic, political, or what have you, we are all engaged in a great struggle to provide a better educational future for our children. Niños, that's the key word--ragazzi, les'enfant, children. We must not forget why we are here. In order to provide for them we must pool our resources, share our ideas, cooperate with one another, for the beneficiaries are our children.

Very often children are our best teachers. Carol Marie, a four-year-old neighbor of mine, was recently given a piece of gum. When her eight-year-old brother asked for some, his mother told him that there was no more gum left. Whereby Carol promptly broke hers and gave half to her brother. He said, "What's that?" She answered, "That's sharing." Let us here and now do the same thing. I would like for you, in putting this theory into practice, to assist me. You have on each table a piece of bread. Let us each take a piece and share it with the person who is next to us, until every-

one at the table has a piece. The people around you are your own best natural resources. If you have need for anything, they are the best to ask. Just as you took a piece of bread, you also passed it on. It is most urgent that we carry on that practice with everything that deals with bilingual education. Give information, distribute materials, help others write and coordinate theirs. Sometimes those very agencies that are set up to service the community are so busy perpetuating themselves that they fail to accomplish the goals for which they were established. Give to one another, for that is the only way we will continue to grow and to prosper.

Symbolically Small Loaf

Perhaps as symbolic and as important as the sharing of the same loaf of bread is the fact that one small loaf is not enough to adequately feed a large number of persons. As we have too often found, there are but crumbs to be had and too many people to be served. By giving to one another this could be achieved. In the area of bilingual education we have truly begun to share. Many of us have traveled thousands of miles to share and to learn. Just as we are doing this, we must continue to cooperate with each other so that our future will provide us with many more things to share. We now have an opportunity to establish a nationwide mechanism whereby all ethnic groups can partake of the achievements and accomplishments established through bilingual education. In spite of this, bilingual education has been treated as an experimental program receiving limited help from the federal government and from certain localities. Our efforts have borne fruit, but we have yet to receive the assistance we need. I say we are past the stage of experimentation, for we cannot truly measure our success if we can only count a few thousand children in bilingual education programs. We have altogether millions of children to be serviced. In the government's new policy of revenue sharing let us take the recent $4 million given for bilingual education projects under ESAA. If we were to divide it among the Puerto Rican children in New York City alone, we would be able to spend $15 per child. When we try to share that across the country, the amount is of course infinitesimal. Our efforts should not have to be wasted in struggling with each other to see who gets what. They should go into the drive to assure that all our children are provided for.

Bilingual education is a reality. It works for our children. Therefore, we can no longer be involved with the patronizing efforts of the money givers. There are successful projects on every educational level, from pre-K to the university. The next and most important step is to assure that a meaningful bilingual education program be established for every child in the United States who wants one.

We sometimes forget the natural order of things; the persons who have to make this decision are seated right here in this room. Thomas Jefferson in his struggle to establish a free

...is escorted from the speaker's platform by Gil Martínez...

...and is congratulated by Carmen Pérez and other friends.

democratic system did not establish a system by which people should be governed; he created a system by which people should govern themselves. We must begin to govern ourselves, for those who are sent to represent us in the government of this land are not convinced that education is a priority and that our children have a right to an education and that they have a duty to provide one. It has been through our efforts and our efforts alone that we have had some nationwide coordination in this. Title VII has at least provided us with certain guidelines which we can all follow to assure a certain amount of success.

Those outside the Office of Education should not be the controlling forces in matters that acutely affect us every day. This group here and people like us must be the controlling forces. If we are to deal with the question properly, then we must be willing to constructively confront the federal government, especially those outside the Title VII Office who are choking us with their purse strings and their decisions. We must constructively destroy the system which has chained us and held us down. No more experiments, no more promises, no more treaties. We will tell them that we have an alternative that works and that we will each work hand-in-hand to see that it is implemented. They will no longer impose their ideas on us. The expertise is here all around you. Our collective "NO" will be strong and articulate and will be heard across the land. NO! It reminds me of an essay written by a Puerto Rican poet and patriot entitled "NO."

No more experiments,
no more promises,
no more treaties.

"NO"

"Breve, sólida, rotunda como un martillazo, he aquí la palabra viril que debe encender los labios y salvar el honor de nuestro pueblo.

"Tenemos que aprender a decir--NO-- enarcar los labios, desahogar el pecho, poner en tensión todos los músculos vocales, y todos las potencias volitivas, para disparar esta O del NO, que tal vez resuene en América y en el mundo y que resonará en el cielo con más eficacia que el retumbar de los cañones."

NO, NO Y NO.

As Dr. Palomares said this afternoon, "Rage and anger are great moving forces for human emotions."

Effort At Every Level

Unidos, together, we must continue this effort in every level of government. Every state in the United States should have a law mandating bilingual education. Massachusetts, California, and Texas are some of the states that have been successful in passing a law. This is but a start. Legislation is so important. For once it is written in the law books, it is easy to use the power of positive persuasion on the local level.

For too many years schools in the United States have traditionally been finishing schools for children who are speakers of languages other than English, finishing in the sense that systematically they have not been given the skills they need in order to function in a highly technological society. These children have been subjected to learning in mediums which are completely foreign to them. Let me read to you part of a letter written in 1937 by President Franklin D. Roosevelt to Dr. José M. Gallardo, the then Commissioner of Education in Puerto Rico. In speaking of the English language it states, "It is the language of our nation. Only through the acquisition of this language will Puerto Rican Americans secure a better understanding of American ideals and principles. Moreover, it is only through thorough familiarity with our language that the Puerto Ricans will be able to take full advantage of the economic opportunities which became available to them when they were made American citizens." If this was the policy for the education of Puerto Ricans on the island of Puerto Rico, it is very evident what was then, is now taking place on the mainland to speakers of languages other than English. English cannot be the sole reason why our children go to school. We must be concerned with the total education of the child for whom the English language is but one tool he needs for success. We in bilingual education programs have accomplished this. We will not be spoonfed our rights and our privileges because others do not feel we are ready.

Since all support for our programs has been less than minimal, our efforts appear to be scattered. It is through conferences such as this that we can unite, that we can call for a nationwide organization representing all ethnic and linguistic groups. We can therefore exert such pressure so as to be felt in every school district in the country. The spirit of unity does not then have to breed conformity. Our individuality need not be sacrificed. We must learn a lesson from the processionary caterpillar. Processionary caterpillars feed upon pine needles. They move through the trees in a long procession, one leading and the others following, each with his eyes half closed and his head snugly fitted against the rear extremity of his predecessor.

We have to be aware of the danger of labeling everyone.

Jean-Henri Fabre, the great French naturalist, after patiently experimenting with a group of the caterpillars, finally enticed them to the rim of a large flower pot. He succeeded in getting the first one connected up with the last one, thus forming a complete circle, which started moving around in a procession with neither beginning nor end.

Force Of Habit

The naturalist expected that after awhile they would catch onto the joke, get tired of their useless march, and start off in some new direction. But not so.

Through sheer force of habit the living, creeping circle kept moving around the rim of the pot, around and around,

They meant well, but got no place.

keeping the same relentless pace for seven days and seven nights, and would doubtless have continued longer had it not been for sheer exhaustion and ultimate starvation.

Incidentally, an ample supply of food was close at hand and plainly visible, but it was outside the range of the circle, so they continued along the beaten path.

They were following instinct--HABIT, CUSTOM, TRADITION, PRECEDENT, PAST EXPERIENCE, "STANDARD PRACTICE"--or whatever you may choose to call it, but they were following it blindly.

Activity As Accomplishment

They mistook activity for accomplishment. They meant well, but got no place.

Custom, tradition are so important in our culture. They need not lead us astray. We will not be led blindly because we will do the leading. As leaders we will not have to follow, snugly fitted against the rear extremities of our predecessors. For too often we have done so. In our struggle to make the system viable for our students, we BECOME that which we have struggled the hardest against. We hold onto methods and ideas and values which have no value. We many times teach a curriculum that is historically incorrect and culturally irrelevant. To bring Dr. Juan Aragón's presentation of this morning close to home, I remember when I would teach that Columbus discovered America in 1492. In this same breath, because I was beginning to have deep pride and understanding for my own history and culture, I would teach the Puerto Rican children in my classroom that this history of Puerto Rico did not begin when Columbus landed on the island in 1493. Columbus did not discover Puerto Rico. The island was inhabited by indians called Tainos long before the Spaniards came. It is not that I wasn't a good teacher; it's the fact that I taught my children just as I had been taught. My head was so busy following the other person's hind parts that I neglected to open my eyes to what was really going on. I was not aware that those sins I was criticizing in others I was committing myself. Becoming aware of my shortcomings was a long and difficult process. I first became aware of what anglo teachers were doing to my children when I looked around and found that I was not just a part of the teaching staff, I was the only Puerto Rican member of the teaching staff. I thought I knew what the problems were and how to solve them. The second stage was the fight. Part of the process was to learn the jargon. I could use the big words along with the rest of them. The third stage of my development came when I became one of the important members of the staff. Now the same culturally irrelevant books were ordered by Orta instead of Johnson. When there were important visitors, I would be shown as a shining example of what they were doing to develop leadership potential. Although I was not a real supervisor, I was the closest thing to it. I found it very hard to make my ideas fit their ideals. It took me many years to realize

I taught my children as I had been taught.

that those were not my ideas at all, but ideas which were drilled into me as to what was right, what was considered "standard practice." It almost reminds me of my first pair of high heel shoes. It was Easter Sunday. My father decided to take us to the Museum of American History. A walking tour of the Museum was one thing, but to do it on brand new high heels, "Ay, bendito," I thought I would die; not only did my feet hurt, but my legs and my whole body ached. I would wear those shoes until I died! I almost did. When I took them off, my feet were swollen, and my toes looked like Fritos corn chips. Instead of finding something more comfortable I insisted on using something that in no way suited my needs. I used the same reasoning to deal with my situation in the school system. I forced myself and my students until it hurt. The rude awakening came when of all the students that I sent to high school, only one student graduated, and she made it with a general diploma, which really does not mean very much in the City of New York. My drive to conform bred complacency and almost indifference. I worked hard but got nowhere. I mistook activity for accomplishments. I was the classic processionary caterpillar.

In our effort to get our collective message across, we have to be aware of the danger of labeling everyone, even for the purpose of clarity. Last year a friend of mine from Materials Acquisition here in San Diego visited my project, the Bilingual Mini-School. I work with secondary school children. It was lunchtime, and we passed two of my students in the hall; one was Puerto Rican and the other Black. I turned to my visitor and said, "Here are two of my English-dominant students." Immediately the Puerto Rican student said, "I'm not English-dominant, I'm bilingual." The Black student joined in, "I'm bilingual too, man!" I was so eager to place them in their own tight little compartment that I forgot that as individuals they too had a say in how they were to be represented. Although this is not a negative example, we are all aware of the great harm done to our children over the years when they have been labeled by the adult group which surrounds them. In our push to move away from the system and to establish our individuality we must be acutely aware of the sensitivities of other cultural groups. It is ridiculous to laugh at a joke about Cubans and feel extremely offended if the cultural group is changed to Puerto Rican. There are so many more phases of our cultures that tend to bind us than there are differences that tend to separate us. For example, the word tostón is used in Puerto Rico for our fried green bananas. In México it is used to describe their large peso piece. There are many words with different cross-cultural meanings. In Puerto Rico we use the word pinche to mean bobby pin. However, when I use it around some of my Chicano friends, it produces only laughter, tinged with shock. Sometimes we blend our most popular expressions, and the result is a word I heard at the wine tasting party last night, "Ay, bendito, manito."

We will not be spoonfed our rights and privileges because others do not feel we are ready.

I end by simply urging you to form a nationwide effort to keep in touch, to exchange ideas, share materials, to help each other, to convince universities to institute viable

teacher training programs, push legislators to produce laws which will help in our effort, demonstrate to the government on all levels that there should be massive support for bilingual education programs. Educate the entire monolingual community as to the advantages of bilingual education.

¡ Yo soy puertorriqueña. For those who know me that is an unshakeable fact. My puertorriqueñismo is enhanced when I join you in this effort. For together, unidos, we will provide a better future. Damas y caballeros, our children are our future. ¡Sellemos esta resolución con un fuerte abrazo!

Together, "unidos," we will provide a better future.

We are just beginning to realize that public schools should belong to parents, to pupils, to communities. We are just beginning to suspect that these may be legitimately interested in more than learning English and affording better and bigger TV sets. We may soon arrive at the disturbing conclusion that it is not necessarily treasonous for pupils, teachers, parents, and principals to speak to each other in languages other than English, even when they ARE in school, even when they KNOW English too, and even when the languages involved are their OWN MOTHER TONGUES!

However, we still have a very long way to go. We still do not realize that the need for bilingual education must not be viewed as merely a disease of the poor and the disadvantaged. We still do not realize that alternative curricular approaches to bilingual education make tacit assumptions and reach tacit decisions concerning the social roles of the languages (or language varieties) to be taught. We still do not realize that these assumptions and decisions can be empirically confirmed or disconfirmed by sociolinguistic data pertaining to the communities that our programs claim to serve.

We are learning all of these things the hard way--which may be the only way important lessons are learned in the world of public education--but we are learning! Thank God for poor Mexican-American parents and their increasingly short tempers. Because of their number and their growing organization our grandchildren have a chance of getting a bilingual public education in the United States without necessarily being either poor or even Hispanic.

"Bilingual Education in Sociolinguistic Perspective,"
Joshua A. Fishman and John Lovas, TESOL Convention, March 1970

A Primary-Level Poetry Volume

By Arcadia H. López

If you want a good book of poetry in Spanish for young children, get hold of Poesía Pequeña (Lima, Perú: Arica, n.d.) by María del Pilar de Olave and Alma F. Ada de Zubizarreta ($1.00). You and your class will enjoy this collection tremendously.

The first verse sets the mood for the entire book:

La alegría es dulce,
es suave también,
es tan dulce y suave
como rica miel.

Throughout the poems make you feel that the early childhood years are the most marvelous ones, truly "la edad de oro."

Young children take to rhyme and rhythm naturally, and you, as a teacher, can make the most of this characteristic by nurturing and enriching it through this book's delightful verses. You will be providing pleasurable experiences, experiences children will long remember.

If you are a kindergarten teacher, here are some things you could do:

1. Select those poems which reinforce the topics you are teaching.
2. Read them to the children.

The early childhood years are the most marvelous ones, truly "la edad de oro."

3. Ask the children how listening to the poems makes them feel.
4. Suggest that the children express their feelings through body movement.
5. Play music to encourage rhythmic expression.
6. Ask groups of children, then individual volunteers, to repeat as you read the poems.

7. Allow individual children to memorize the poems if they wish.
8. Suggest and provide art materials for the children's interpretation of the different poems.

If you are a teacher in the primary grades, you can do what is suggested for the kindergarten teacher and also:

1. After you read a poem, you can guide the children to find the colorful language they particularly like and let them read those sections.
2. Allow those who wish to read the entire poem.
3. Suggest that perhaps, as a group, a poem could be written by different individuals, contributing a phrase or line.
4. Encourage individual children to write their own poems.

The poems in Poesía Pequeña are already arranged according to topics. Who can deny that these topics ("La Alegría," "Padres y Hogares," "Animales," "Escuela y Patria," "Paisaje," "Las Cosas," "El Trabajo y los Oficios," "La Navidad") have enormous appeal for both children and teachers?

The collection has much to offer you. Who can resist Juan José Tablada's little gems:

Es mar la noche negra,
la nube es una concha;
la luna es una perla...
¡Del verano, roja y fría
carcajada
rebanada
de sandía!

These and other poems are in Poesía Pequeña for your teaching and the children's enjoyment. ¡Adelante!

The poems are already arranged according to appealing topics.

It was gratifying to see how interest sparked.

"Mi Escuela" For Your School

By Sarah Gerodetti

When I was approached last fall to field-test Mi Escuela (Guatemala: Cultural Centroamericana, n.d.), a second-grade reader by A.L. López Lay, F. Guerra, and R. Cabrera with its accompanying workbook (text $2.50, workbook $2.00), I could not resist the temptation to accept the challenge. The first thing that came to my mind was the tremendous opportunity the new experience would be for my 30 youngsters in the fifth grade, four of whom are completely non-English-speaking; three of these are from México, and one is from Costa Rica. These four, I felt, would profit greatly from materials they could understand.

When the pretty books arrived, I called my non-English-speaking children up to my table to view them, and I asked them to read a bit to the class. It was gratifying to see how interest sparked. The children wanted to see the books. I issued the books to the whole class and recruited the little girl from Costa Rica to come forward and leaf through the pages to the different titles with her classmates. They were delighted. This little girl offered to coach the children who were interested at odd moments of the day. When I saw that all were eager to learn, I took over and planned the lessons and developed them slowly at first because very few could read in Spanish.

But we organized reading groups, and the little Costa Rican girl kept a record of their daily progress in reading. She became very popular and supplemented my Spanish lessons with the Spanish alphabet and experiences of her own. She and I taught the class little Spanish songs. Library books in Spanish began to come in and circulate. We have an open period each afternoon during which we use visual aids, story hour, and other activities of their choosing. Spanish became the popular subject.

Psychological Principles

Mi Escuela is a well-organized book. It is written in eight units of about 12 short lessons each. The vocabulary becomes progressively harder. The subject matter is based on valuable psychological principles. The authors of Mi Escuela have as norms or criteria: first, to create in children the desire to read (This particular goal was positively accomplished by the very attractive pictures in the book.); next, to furnish the child with rich and varied experiences through the printed pages. Along this line I must say that the subject matter is

geared to specific regions. The children in our part of the world live in a very different environment, celebrate different patriotic holidays. The way of celebrating our greatest holiday, Christmas, is very different in Central America. Of course, this brought in new interest because they could compare religious practices with those in their own area. Mi Escuela tells much about sugar cane, tobacco, and coffee plantations. It speaks about fruits, plants, and flowers in terms which I had never heard of and a few which I could not find in the dictionary, such as: jutías, jicotea, fluz, tarjas, quicio, tozas.

These words require much research work, for which our group had no time. To its credit I must say these words in the book Mi Escuela tickled the youngsters' appetites for learning new things.

The third criterion or goal of Mi Escuela, according to the authors, is to intensify and to develop desirable attitudes in the child and good economical work habits. This section of the book, in my opinion, is most effectively written. There is much moral and cultural value in the stories and fables presented. There is a Pandora-like story of a child whose mother had hidden a canary in a box to give her for her birthday. She had disobeyed her mother, opening the box after she'd been told not to. Her canary had flown away. There was another story with honesty for a moral, others on cooperation, kindness, thoughtfulness, respect, regard, and love for others. These stories promote good attitudes and serve as guides toward constructive living. Children respond favorably and demonstrate a desire to practice them.

Worthwhile Experience

When the children evaluated the book, I realized that the response was even more favorable than I had expected. The experience was well worth the time, and much value came of it for each of us.

With a glossary of words (which are regional) this book could be used very well as a supplementary reader in the seventh-grade Spanish classes in areas where English is spoken.

"Mi Escuela" tickled the youngsters' appetites for learning new things.

The response was more favorable than I had expected.

An "Enciclopedia" That Is Also A "Tesoro"

By Amali R. Perkins

To develop reading skills is every teacher's goal in a bilingual classroom. Sometimes many of the reading skills can best be introduced, developed, or reinforced in a content area like the social sciences. Most curriculum guides define social science as the study of man and his relationships with other men and with his environment. This involves many disciplines. A very complete set of multidisciplinary supplementary reading material in social science for grades one to four is Gran Enciclopedia de los Pequeños (Buenos Aires: La Encina, 1968). The price of its six volumes is $50.00. Every teacher will find a wealth of concepts and reading selections here to correlate language arts and reading with social science.

Each hardback book (9" X 12") is of a good comfortable size for children to handle and use. This modern popular size has permitted the artists to draw the illustrations with vigor and to show action and scenery sometimes on a double spread. The pictures come alive, and the reader undoubtedly will not be able to wait to turn the pages.

Very early in grade 1 the pupil will begin to study and notice the likenesses and differences of mankind. This concept of anthropology is developed in "Los Niños del Mundo," and, like all the selections, it has a poem at the end summarizing some of the ideas. This particular poem ends with these four lines:

> Son cosas importantes
> para un chiquito,
> que se olvida si es
> blanco o morenito.
> Por eso es que no importa dónde nacemos;
> de todos modos, siempre, nos parecemos.
> (Tomo 1)

Disciplines And Stories

Each volume contains six stories dealing with topics covering most of the disciplines. The disciplines, stories, and locations are listed below:

Sociology (What Man Is Like)

"Mi Barrio y Mi Ciudad" (2)
"Mi Escuela" (2)
"Mi Casa" (2)
"Las Fiestas" (1)
"La Salud y los Alimentos" (5)
"Los Vestidos" (4)

Geography (Where Man Lives)

"Un Paseito por la Tierra" (2)
"Un Paseito por el Cielo" (6)
"El Agua" (3)
"La Granja" (3)
"Las Plantas" (5)
"La Luz" (5)
"El Mundo de los Minerales" (6)
"Las Estaciones del Año" (1)
"El Zoológico" (1)
"Los Pájaros" (1)

"Perros y Perritos" (2)
"Animales y Animales Utiles" (4)
"El Mundo de los Animales" (5)
"Los Animales Viven Así" (6)

Anthropology (How Man Lives)

"Historia del Hombre" (6)
"Los Niños del Mundo" (1)

Economics (How Man Makes a Living)

"Trabajo y Trabajitos" (2)
"El Supermercado" (3)
"El Circo" (4)

History (What Man Has Done)

"Hace 150 Años" (4)
"El Avión" (1)
"Las Tres Carabelas" (3)
"Los Grandes Inventos" (5)
"Las Comunicaciones" (4)
"Los Indios de América" (4)

Humanities (How Man Expresses Himself)

"Los Instrumentos Musicales" (3)
"El País de los Cuentos" (3)
"El País de las Fábulas" (5)
"Historias de Dioses" (6)

In a most exciting way the child learns many concepts

about agriculture from a window of a train! During the train ride he sees vegetable farms, farm work and machinery, orchards, grain fields and cattle farms, and notices:

> los repollos en fila parecen soldaditos; .... Los ajos y las cebollas no se dejan ver: meten las cabecitas debajo de la tierra, seguramente para mirar a las papas. ("El Campo," Tomo 6)

Because the children are so motivated, this social science reading material helps the teacher to use inquiry-oriented strategies. Each experience is described so that the reader feels he is there in person. At the circus (Tomo 4), "¡Aquí está el circo! ¡Vengan todos! ¡Vamos a verlo desde afuera! Esta es la gran carpa de lona; adentro caben todos los chicos que quieren aplaudir y reírse." Then the reader is taken inside the big tent, and he sees how circus people live and then the performance of the band, the clowns, the animals, and the trapeze artists. From this great experience the students and the teacher can develop an experience chart story.

Easy, Colorful Style

The authors, who, like the artists, sign their work informally as Beatriz, Keny, Yali, Mariana, Susi, and Agi, adapt the same easy style of writing and use a vocabulary that Mexican-Americans use every day. The mood of the drawings varies somewhat because of the different artists, but the unrestrained use of color is evident in all the illustrations.

There is no formal index. However, the stories in each volume are listed on the outside cover. The failure to number the pages is a serious oversight unless the publisher has a logical unexplained reason.

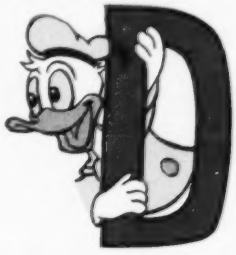
All of the primary grades may utilize this set of books to gain a variety of social studies concepts and to develop comprehensive reading skills, such as finding the main idea, recalling facts, placing the events in order, predicting outcomes, using context, and drawing conclusions.

These little volumes should have been titled El Gran Tesoro para Niños.

All of the primary grades may utilize this set . . .

Field-Testing Favorites

Sample Lesson For "Abecedario Disney"



By Augusta Cigliano

TEXT-Abecedario Disney (Barcelona: Susaeta, 1971; $1.95)

PURPOSE OF LESSON-to teach phonetic sounds a, e, i, o, u (only one or two at a time)

PERFORMANCE OBJECTIVE-Upon hearing a word, student will be able to distinguish the beginning sound by saying the letter a or e or whichever is being taught.

DESCRIPTION OF LESSON

Motivation-Show students cutout pictures of words beginning with a. Examples: árboles, agua, arroz, aguacate, alfombra. Have them guess the word represented by the picture. Use clues such as--¿Está nadando en el (agua) ?

Lesson-Have students repeat the sound a, a. Teach them a poem using primarily a sound.

Una máscara muy rara
Hoy se puso mi papá
Y al mirarle tan fea cara
Me dió miedo y grité
a a a a a....

Give them more oral examples of words beginning with a. See if they can

think of any words beginning with a. Can they find it in their Abecedario? When everyone has found it, review the pictures on that page.

Follow-up-Now we'll play a game. I will say a word; if it starts with a stand up, if not sit down. You are out if you stand up when you should be sitting. If you are not sure, then remain sitting; you won't be out.

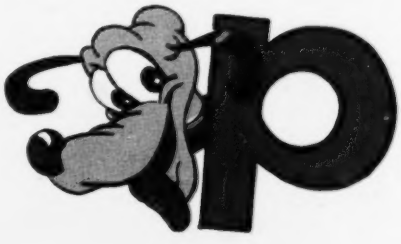
USAGE OF MATERIALS-15 minutes every two days as a supplementary text in the area of reading readiness

STUDENTS USING MATERIALS-The level involved was Kindergarten, grouping 10 students at a time. They were seated on the rug. The children were of lower middle class and of Mexican and Central American background with use of Spanish language.

STUDENT REACTIONS-The students reacted with enthusiasm; the use of these materials in our classroom was enjoyable.

TEACHER OBSERVATIONS AND COMMENTS-The materials were very colorful and motivating to the students. The very nature of the Abecedario makes it only applicable for supplementary use, however.

SUGGESTED POSSIBILITIES FOR FURTHER UTILIZATION OF MATERIALS-One could use this booklet to introduce dictionary skills.



Program Spotlight

Bird Of Destiny Symbolizes BCTV

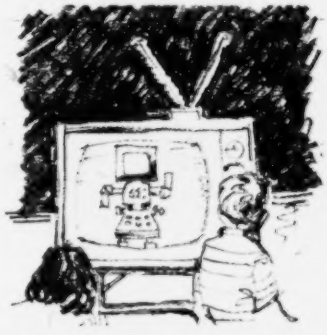
By Ann Kern

The storm of colored snow on the television screen rearranges itself into recognizable images, and we see film star Fernando Lamas in the foreground and a Hollywood television studio in the background that looks like it is being visited by a carnival. Lamas is introducing Bicultural Children's Television, Inc. (BCTV), a federally funded non-profit organization formed about a year ago to produce a bilingual-bicultural Spanish-English children's educational television program for Public Broadcasting Service showing on a 26-week daily nationwide schedule.

Lamas explains the three educational emphases of the show: a researched and tested curriculum that will offer three- to six-year-old children opportunities to develop their mental abilities; a fresh approach toward further development of a child's mother tongue and acquisition of a second language; and exploration of the cultural diversity that has hallmarked this country's heritage and history.

Single Theme, Several Segments

Lamas further explains that each half-hour show will have a single theme expressed in several varied segments in either English or Spanish. These themes will capitalize on cultural commonalities to maintain a positive self-concept, to give early exposure to strategies for dealing with experiences, to use both English and Spanish in a comprehensible cultural context, and to deepen cultural appreciation, beginning the process of seeing cultures as complimentary rather than contradictory. Thematic examples are air and wind, circles, corn, the marketplace, and transportation. The show itself will be supplemented by ma-



terials such as books (coloring books, comics, guides, storybooks, and workbooks), cassettes (audio and video), dolls, games, puzzles, records, and toys.

The show goes on with a whirlwind of short segments. We hear and see the cast of charming characters singing and dancing to "¡Qué linda mañana!" then children playing circle games in countries around the globe. Rafael and Eduardo, Los Caballeros, a couple of chronically incompetent comedians, come on to amuse us with their skill at sawing, after which William Shatner shares throwing techniques with us with the help of some Hispano athletes. Then there is a sequence in which several children from various and sundry ethnic groups learn a Spanish word from La Máquina, a teaching device with a head of a television set and a body divided between a gum ball dispenser and a color-coded typewriter, followed by a scene in which Don Quixote (César Romero) and Sancho Panza find out that things are seldom what they seem in the world of shadows. The show finishes with the cast of characters singing, "Ahora, amigos, nos despedimos." The series of episodes is polished and sophisticated from a production standpoint.

Economics, Education

From an economic and educational standpoint there is much more than meets the ear and eye. Economically BCTV, with its suite of offices in the Ordway Building overlooking Oakland, California, could be considered expensive, but, as Ben Soria, Director of Administrative Services, said in an interview, "We're trying to do for five-and-a-half million dollars what Sesame Street does for 13 million dollars.... We've learned a lot from Sesame

"¡QUE LINDA MAÑANA!" sings the BCTV cast.

Street's mistakes." Educationally BCTV, with its emphasis on entertainment, could be considered instructionally unsubstantial, but the psychologists, psycholinguists, early childhood specialists, curriculum writers, and research assistants in its research division have devised a matrix, an analytical frameword to insure that the educational goals are constantly considered and to facilitate their complete and comprehensive implementation.

Soria stated, "Each program has to stand by itself," and Ed De Avila, Director of Research, added by way of economic explanation that a collection of self-contained segments that do not need to be shown in series costs less to produce and is more likely to be scheduled by PBS stations on account of the great degree of flexibility that it affords them. The price tag per 30-minute production is approximately $28,000-$30,000. Although there will be a kind of continuity, it will not be of a sequential sort.

Specific Goals

Since the entertainment elements of BCTV have received so much publicity recently and Materiales en Marcha is an educational magazine, we shall shift our focus to the educational side of the program for a few moments. Telephone conversations with De Avila and Lily Fillmore, Curriculum Coordinator of the Research Division, revealed several specific educational goals: to teach the child that there are many ways that he can find out about the world around him, to teach the child the many kinds of questions he can ask to get the information he needs, and to teach the child that the position and movement of things can be perceived, understood, and dealt with only with reference to other things (information getting strategies); to teach the child that looking at PROPERTIES or ATTRIBUTES of things or situations permits more effective organization of observation, to teach the child that things can be compared, described, CLASSIFIED, and SERIALLY ORDERED on the basis of properties, to teach the child that any set of objects can be classified in more than one way (multiple classification), to teach the child that looking for PATTERNS or regularities permits him to see the order existing

"Each program has to stand by itself."

in the world around him and to make generalizations about what he observes, to teach the child that looking for RELATIONSHIPS (causal, comparative, progressive, etc.) and INTERACTIONS between various phenomena permits him to see how things or events are related, to teach the child to see that things and events can have COMPONENT PARTS and that these component parts COMBINE in specifiable ways to form wholes, and to teach the child that observable phenomena and events can be described and that using precise LABELS permits him to formulate more effective descriptions (information processing and organizational strategies); to teach the child that things can have multiple functions and to teach him to look for new possibilities for the uses of things, to teach the child to look for alternative solutions for problems, and to teach the child how to evaluate various solutions to find the best one (discovery strategies); to teach the child that there are many ways to communicate, to teach the child to interpret contextual information from many sources, and to teach the child that one way to communicate is through written means, that the written word is simply speech on paper (communication strategies). Each of these educational goals has been tentatively translated into behavioral objectives.

VILLAGE CHILDREN play a hand-clapping game.

The Research Division has recommended that two ground rules govern language usage: first, that the two languages not be mixed in a given segment; second, that one language not be used to translate the other in back-to-back segments. According to De Avila and Fillmore, "Language should always be redundant to action," so what is done should demonstrate what is said. The specific language development goals can be divided between first and second languages. The first language development goals are: to extend the child's registral repertoire in his first language by exposing him to its use in a new domain of use, an educational setting; to enrich and extend the child's

"Language should always be redundant to action."

first language lexicon by exposing him to a wider and more varied vocabulary in the context of the various content areas; to enrich and extend the child's first language competence by exposing him to dialectical variations, particularly in the areas of lexicon and phonology; and to increase the child's understanding and use of the orienting features of language, which reflect the setting of the speech event. The second language development goals are: to present the monolingual child in the target audience with carefully sequenced and organized linguistic data in the new language (English or Spanish) structured in a manner which will facilitate discovery and learning of its structural organization; to present second language units in such a way that the child will be able to determine the meaning of the language being used without reference to his first language; and to present the new language in social situations which reflect the cultural orientation of the people who speak the language.

Culture, Society, And Self-Concept

There are three specific cultural and social goals and two specific self-concept goals. The cultural and social: to provide the child with educational experiences from the point of view of many cultures in order that he might discover the commonalities between various peoples; to provide the child with an awareness of the subtle cultural differences between Hispanic and non-Hispanic groups which condition social interaction; and to provide the child with positive and attractive models of Hispanic and non-Hispanic cultures through characters who reflect the spirit of each. The self-concept: to help the child maintain a concept of himself as a person who is capable of handling both educational and social situations by teaching him strategies for dealing with such experiences; and to provide the child with reinforcement for the maintenance of his culture and language in the context of a positive educational experience.

DON QUIXOTE (CESAR ROMERO) and SANCHO PANZA buckle on their armor to do battle with the shadows.

Cognitive and social abilities which derive directly from these specific educational, language development, cultural, social, and self-concept goals form the framework of BCTV's curriculum, the previously mentioned matrix. These abilities are SENSORI-MOTOR, LABELLING, PATTERNING, ATTRIBUTION, CLASSIFICATION, COMBINING, TWO-TERM RELATIONS, MULTI-TERM RELATIONS/SERIATION, and APPRECIATING CULTURAL VARIATIONS, and the vehicles by which they are developed are the content areas of language development, reading, arithmetic, general concepts, music, art, science/nature, social structure, verbal communication, roles, customs, diet, learning styles, activities, and environment. These content areas have been selected for their usefulness, range of applicability, and interest value to the child. Each of them is considered from its intersection with the various cognitive abilities, and from these, particular learning tasks are identified for the potential television viewer.

Soria says, "Bilingual education needs nationwide visibility," and it seems as if that need will be well-satisfied by BCTV this fall. Although the staff has not selected a name for the series (There is a large sheet of suggestions on their library wall.), it has selected an auspicious symbol. That symbol is a quetzal bird who is supposed to be a good omen of destiny.

MATERIALES EN MARCHA

QUESTIONNAIRE

Please fill out this postage paid form and mail it to MAP.

When did the April issue arrive? It was correctly____/incorrectly____addressed.
May____June____July____

The magazine	Poor	Fair	Good	Excellent
as a useful source for bilingual materials is	____	____	____	____
content, professionally speaking, is	____	____	____	____
format is	____	____	____	____
color, paper, printing is	____	____	____	____

Does the magazine meet a bilingual education need which is not met elsewhere?
It is not needed.____ It is definitely needed.____
We could get along without it.____ We couldn't get along without it.____

How frequently should the magazine be published?
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N.A.B.E. Organiza

El 25 de abril pasado, en la escuela Bandini, 2318 Couts Avenue, Commerce, California, se juntó un comité interino dedicado a organizar la Asociación Nacional para la Educación Bilingüe.

La creación de dicha asociación fué ideada por un grupo de gente de la Universidad del Estado de California en Fullerton, encabezado por Américo López-Rodríguez, Director del Programa Bilingüe de allí. Este grupo presentó una declaración de posición a la Primera Conferencia Internacional Multilingüe Multicultural de San Diego y fué designado como el grupo de vanguardia de la asociación en una junta del 4 de abril en el Town and Country Hotel que fué presidida por el Dr. Albar Peña, Director Federal de la Educación Bilingüe, y por el Dr. Gilbert Martínez, Director del Esfuerzo Bilingüe del Estado de California. La función de este comité es de servir de cuerpo de consolidación para los que se interesan en la educación bilingüe bicultural y establecer la membresía inicial de la asociación.

La meta principal de la asociación será de mejorar la calidad de la instrucción del estudiantado cuyo idioma materno no es el inglés. Sus propósitos incluyen: desempeñar un papel de desarrollo profesional mediante intercambios de información, mantener a la comunidad bien informada, asegurar la diseminación de información acerca de los desarrollos legislativos que conciernen a la educación bilingüe, estar siempre al tanto de los acontecimientos nacionales e internacionales en el campo de la educación bilingüe, servir de centro de información de oportunidades de trabajo en la educación bilingüe, y establecer dicha educación como una disciplina distinta.

EL IDEAL DE LA EDUCACION BILINGÜE ES FORMAR PERSONAS FACUNDAS TANTO EN EL IDIOMA MATERNO COMO EN INGLES, PERSONAS QUE PUEDAN BENEFICIARSE POR SABER LOS DOS LENGUAJES Y QUE PUEDAN ASIMISMO DISFRUTAR A FONDO DE DOS CULTURAS.

La asociación funcionará en el nivel nacional, con capítulos en los niveles estatales y locales. La membresía está abierta a cualquier persona interesada en la educación bilingüe, mediante una cuota por este año de $10 para educadores y de $5 para los demás. ■

N.A.B.E. Organizes

On April 25 at the Bandini School, 2318 Couts Avenue, Commerce, California, an interim committee was formed to organize the National Association for Bilingual Education.

The idea for creating the association came from a group headed by Américo López-Rodríguez, Bilingual Program Director, California State University, Fullerton. The group presented a position paper at the First International Multilingual Multicultural Conference in San Diego and was designated to spearhead the association at the meeting held on April 4 at the Town and Country Hotel, at which Dr. Albar Peña, Federal Director of Bilingual Education, and Dr. Gilbert Martínez, California Bilingual-Bicultural Task Force Manager, presided. The function of the committee is to serve as a consolidating body for those interested in bilingual education and to establish the initial membership of the association.

The main goal of the organization is to improve the quality of instruction for the child whose mother tongue is not English. Its objectives include: helping professional growth through exchanges of information, maintaining good communication with the community, assuring dissemination of information regarding legislative developments that may affect bilingual education, keeping up with national and international trends in bilingual education, serving as information center for job opportunities in the field of bilingual education, being another avenue for evaluation of materials relating to bilingual education, and establishing bilingual education as a distinct discipline.

THE IDEAL OF BILINGUAL EDUCATION IS TO DEVELOP PERSONS FLUENT IN THE MOTHER TONGUE AS WELL AS ENGLISH, PERSONS WHO CAN BENEFIT FROM KNOWING BOTH LANGUAGES AND ALSO CAN ENJOY TWO CULTURES FULLY. ■

La Conferencia De A.M.A.E.

El Presidente de la Asociación de Educadores Mexico Americanos, Sr. José Mendoza, anunció que la escuela secundaria, Overfelt, en el barrio del este de San José, California (1835 Cunningham Avenue) va a ser el sitio donde se efectuará la Octava Conferencia de la Asociación de Educadores Mexico Americanos. La conferencia tendrá lugar el 10, 11 y 12 de mayo, 1973.

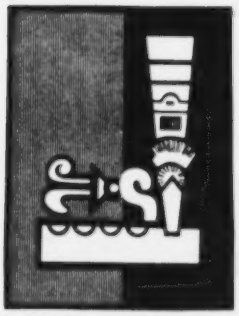
El tema de la conferencia va a ser "Educación en el Barrio."

Profesores mexico americanos de todos los niveles escolares, desde primaria hasta la universidad han sido invitados.

El Superintendente de Educación del Estado de California, Dr. Wilson Riles, ha apoyado la conferencia y ha comunicado a todos los superintendentes de los distritos escolares que deben dar a sus empleados mexico americanos la oportunidad de asistir a la conferencia.

AMAE es la organización de profesores chicanos más grande de California. Fué fundada en 1964 y cuenta con 2,500 miembros. Hay capítulos por todo el estado y la membresía está abierta a adultos, jóvenes y profesores que estén interesados en la educación de todos los niños y jóvenes.

Para más información, sírvanse escribir a: AMAE, 61 Lone Tree Court, Milpitas, California 95035, Attn: René Cardona, Convention Chairman.



A.M.A.E. Conference

Overfelt High School in the East San José barrio will be the site of the Eighth Annual Convention of the State Association of Mexican American Educators to be held next May 10, 11, and 12, 1973. "Educación en el Barrio/Education in the Barrio" will be the convention theme.

Announcement of the convention dates, site, and theme was made by AMAE State President José Mendoza at a press conference at Mayfair Elementary School in San José March 15 following a meeting of the association's executive board.

In making the announcement Mendoza declared, "One of the major reasons San José was selected was because it has the largest Chicano population in Northern California."

Mendoza added, "The choice of Overfelt High School, located in one of the largest Chicano barrios in the state, is especially appropriate in view of the convention theme."

Classroom instructors and administrators from all levels of the state's public education system will be invited, ranging from preschool teachers to university professors.

Dr. Wilson Riles, California Superintendent of Public Instruction, has supported the attendance of school district personnel at the convention as a means of bridging the communication gap between Chicano communities and schools.

Workshops to be offered this year will cover four broad areas: education; political education; economic education; youth; and the barrio community.

In addition, AMAE will take official stands on legislation affecting the education of Chicanos, the state's largest ethnic minority. President José Mendoza, the man who set the tone for the 1973 barrio convention, is fulfilling a campaign promise he made at last year's AMAE convention.

The following San Francisco Bay Area Chapters of the Association are represented on the convention organizing committee: Sonoma, Hayward, Union City, San Mateo, North Santa Clara County, and San José. In addition, the North Bay Area Chicano Educators and La Raza Educators Association from Oakland have actively given AMAE their support and expertise in planning the convention.

AMAE, the largest Chicano educators' organization in California, was founded in 1964 and now has approximately 3,000 members. AMAE membership is open to all educators, community people, and youth interested in the education of all children.

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